

Effective Literacy Practice and the School Library

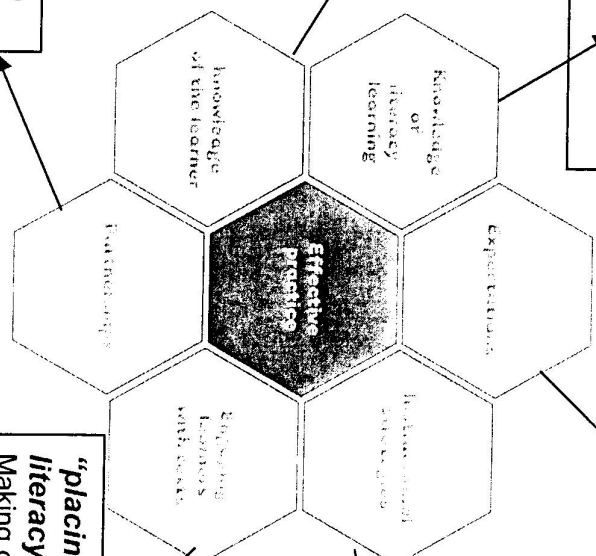
Yr 5 - 8

"individual and multiple pathways to literacy...." ELP p22

Motivation and engagement - the role of the "enabling adult" – connecting with students' interests, experiences and sense of identity, sharing the love of reading and writing... in the classroom and library – being able to engage students intellectually, emotionally and culturally – encouraging reading for pleasure, reading mileage, and creation of a reading culture in the school... page 38, reference to information literacy as a broad concept etc.

"personalised instruction"... ELP p48

All aspects of the library - the environment, services and programmes, systems, and collection should all be focused on the needs of the learner...
Gathering, analysing and sharing use of the library data will inform teachers' and library staff practice, use of conference interviews and conversations to inform practice
Library staff need to be aware of home literacy practice, first language requirements, familiar resources
The library can support multiple literacies – eg visual, audio, digital formats



"active, planned, dynamic relationships..." ELP p180

In-School partnerships
School Librarian and teaching collaboration
Library / school management relationship
Librarian and student partnerships
Peer group influence
Home / School partnerships
Family use of the library
Pre-school use of the library / transition to school visits
Other agencies / networks / programmes
National Library, MoE, TEAM Solutions advisers, public

"high but appropriate...." ELP p172

Expectations that students CAN learn to use the library, the catalogue, terminology, handle resources, borrow from different sections...
Supported by library services and programmes eg signage, modelling, layout, systems etc
Think of school setting as library as well as classroom
ELP is explicit about students using correct terminology, developing appropriate strategies for accessing information, etc

"Deliberate acts of teaching that focus learning..." ELP p78

What teachers / librarians do and how children learn eg modelling, prompting, questioning, explaining, demonstrating, telling, directing, giving feedback...
Seizing the teachable moment
Complementary approaches to reading, especially reading aloud and independent reading, as well as buddy reading, literature circles and book discussion groups... Teachers need good knowledge of fiction and non-fiction texts, use school library
Providing multiple opportunities for practise
Praise and encouragement always

"placing the use and creation of texts at the heart of literacy learning..." ELP p122

Making connections – a 'home run' book... emotional connection with a text
Collection of rich texts which motivate, are appropriate and enjoyable, relate to student interests, affirm culture...
Teacher and librarian knowledge of texts, eg good read alouds
Creating positive library experiences
Promotional activities and events... encounters with authors
Incorporating student writing
Supporting NESB students
Range and variety of texts and formats see pages 124-125
What readers need to do to learn about evaluating ideas and information (information literacy skill)